



St Luke's C.E. Primary School

Music Policy

**Langport Avenue
Longsight
Manchester
M12 4NG**

St. Luke's Mission Statement:

We believe in providing our pupils with the skills to be resilient, independent and brave. We look to God to help us be loving neighbours, caring stewards and reflective individuals. We do this through a rich, diverse curriculum, which is inclusive, accepting and supportive.

'For with God, nothing shall be impossible' (Luke 1:37)

What this looks like in Music?

Our Music offer at St. Luke's actively supports our children to learn and create collaboratively, explore and invent considerably, present and perform articulately and reflect and evaluate compassionately. We challenge our children to work independently as well as in partnership, supporting one another's musical development and progress with honesty, integrity and kindness. In doing so, our children live out our school pledge to be loving neighbours, caring stewards and reflective individuals. Music at St. Luke's provides excellent experiences and opportunities to develop numerous transferrable skills and knowledge. Perhaps more importantly though, it brings immense joy to our school family and unites us in a very special way.

Rationale

Our curriculum is adapted to be vocabulary rich and enquiry-based. We focus on improving pupils long and short-term memory so as to improve the accuracy and fluency of children's knowledge and skills, in order for learning to progress well and for all children to be confident, fluent learners.

We believe that the teaching of music offers our learners the opportunity to develop their creativity, self-expression and confidence. Alongside this, children are able to develop their understanding of a wide range of musical genres and instruments which helps them to broaden their cultural horizons. Music encourages children to understand the importance of practising and perfecting skills as well as engaging in cognitive tasks such as rehearsing, planning and evaluating which have implications for effective learning across the curriculum. We believe in encouraging children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by providing a diverse menu of musical styles which represent different periods of history and cultures.

Our Music curriculum meets the expectations of the [National Curriculum 2014](#) programmes of study.

Intent: What are our aims and objectives

At St Luke's CE Primary school, we recognise the important role of music in children's development. Our high-quality music education meets the National Curriculum aim of 'engaging and inspiring pupils to develop a love of music and their talent as musicians,' in order to 'increase self-confidence, creativity and sense of achievement.'

All St Luke's children from EYFS through to Year 6 are encouraged to express themselves musically and creatively. They are taught to:

- Sing, play and perform in solo and ensemble contexts
- Listen to, review and evaluate music across a range of historical periods, genres and styles
- Understand how music is produced created and communicated
- Improvise and compose music
- Use and understand musical notation
- Appreciate a range of high-quality music from great composers and musicians

Music and performance form a key part of our assemblies, including weekly head teacher assemblies, singing assemblies, class assemblies and celebration assemblies. Music also has a significant role in our cultural celebrations throughout the year, with children learning and performing songs for events and celebrations such as Harvest Festival, Remembrance Day, Easter and Christmas.

We encourage children's personal development through our Music provision by:

- Reflecting on and adhering to our school moto, 'For with God nothing shall be impossible', supporting our children to be resilient, capable musicians
- Building self-esteem and self-confidence through group activities and performances
- Being collaborative learners, as they engage in listening, appraising, sharing and performing
- Being active thinkers and encouraging a growth mindset, by allowing children to develop, rehearse and practice honing their music skills
- Allowing children to engage in the process of musical performance from practising/improvising, composing/ rehearsing and performing and evaluating

Implementation: How do we meet the needs of all children?

KS1 And KS2

KS1 and KS2 children receive a weekly or fortnightly music lesson following the acclaimed **Charanga Musical School** scheme. Teachers have the flexibility to build into their half-term planning either 1 x ½ hour lesson weekly or 1 x 1-hour lesson fortnightly, depending on any curricular constraints for that half term. Through the Charanga scheme, children are taught to develop their musical understanding, make musical judgements, develop their aural memory, express themselves physically and emotionally and create their own musical ideas. Within this scheme, children use both voice and instruments (such as glockenspiels and recorders) to learn, perform, improvise and compose, as well as accessing a range of pieces from across the ages and around the world.

EYFS

We teach music in EYFS as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the EYFS curriculum.

EYFS make use of the **Charanga Music Scheme** and receive weekly music lessons -Reception children access the Charanga scheme and Nursery children access a modified version of the Charanga scheme. This supports our children in EYFS to begin their music curriculum immediately, have an early introduction to the interrelated dimensions of music and progress well through EYFS and into Year 1.

Overview of Music topics

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Ourselves	Traditional Tales	Nativity songs	Under The Sea	Dinosaurs	Food And Drink	Animals
Reception	Me!	My Stories	Nativity songs	The Wheels on the Bus	Changing	Superheroes	Our World
Y1	Hey You!		Christmas performance	In The Groove		Your Imagination	
Y2	Hands, Feet, Heart		Christmas performance	I Wanna Play In A Band		Friendship Song	
Y3	Let Your Spirit Fly	Glockenspiel Instrumental 1		Three Little Birds		Bringing Us Together	
Y4	Mamma Mia!	Glockenspiel Instrumental 2		Stop!		Blackbird	
Y5	Livin' On A Prayer			Make You Feel My Love		Dancing In The Street	
Y6	Happy			A New Year Carol		Classroom Jazz	Summer performance

Progression in Music

Progression of knowledge and skills are detailed in our music progression document and adhere to the following areas:

- Listening and appraising
- Musical games
- Singing
- Playing
- Improvisation
- Composition
- Performance

The details of our music progression document are supported by the Charanga Music Scheme 'Knowledge and Skills – Reception – Year 6' documents, supplemented by our school's own additional progression of skills in Nursery.

Each week the children have an opportunity to enhance their music skills through the following enhancement activities:

- Singing assemblies in each phase
- KS2 Djembe drumming
- KS1 Professional singing coach 'We Can Sing'
- Dance lessons (responding to music, using understanding of pulse and rhythm to support movement and coordination)
- School choir
- Recorder ensemble
- Signposting to local external instrumental tuition providers

What does SEND look like in Music?

We are committed to ensuring that all pupils are able to access a broad, high-quality curriculum. Pupils are likely to learn at different rates and require different levels and types of support. We seek to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning. We use adaptive teaching where we focus on how teachers can help all learners reach the same goal and learn the same skills and concepts at their own individual level. In order to meet the additional needs of individual SEND pupils at St. Luke's, we tailor resources,

organise classroom environments and build flexibility into music sessions to accommodate our learners.

Music by its very nature is inclusive of all children - it is a universal form of expression, creativity and enjoyment, allowing children to explore their own and others' voices, movement and emotions. All children at St. Luke's have access to the music curriculum and musical experiences, ensuring all our children get the highest quality provision and opportunities. This is in line with our Accessibility Policy, Global Citizenship and Wellbeing Policy, SEND policy and Equality Act 2010.

How do we promote SMSC and British Values?

SMSC and British values are consistently promoted through the curriculum, and in Music through our choice of different musical genres and the analytical discussion about the compositions and pieces selected. We aim to ensure that children have exposure to musical styles from other cultures and points in history. Our Music curriculum encourages SMSC-led discussions and debates on topics such as friendships, democracy, cultural and historical influence, respect and kindness, rules of law, individual liberty and freedom of choice.

How do we safeguard children?

We promote safeguarding and wellbeing of all of our children at all times throughout the curriculum. Our children are given opportunities to develop self-confidence and resilience; they are taught to challenge, question and make informed choices, and are given skills to resolve conflicts. Should any pupil make a disclosure, all staff are aware of the safeguarding policy and follow our safeguarding procedure.

Impact

The impact of our Music offer is measured by outcomes, acquisition of music knowledge and progression of music skills over each unit of work and across the year/key phase. Impact is monitored to ensure amendments are made if necessary, ensuring effective music learning throughout our school. This ensures an ambitious and dynamic music offer is adhered to.

As a result of our Music offer, we hope that our St Luke's musicians will be able to show:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.

- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.
 - A love and appreciation of music and through its study have increased their 'self-confidence, creativity and sense of achievement'

Impact will be measured with outcomes, assessment, behaviour, attendance and monitoring in mind.

Reading

Reading has the highest priority in our school: The ability to read and comprehend fluently impacts on pupils' ability to access Music and to attain and achieve to their maximum potential. Poor reading skills are a limiting factor to pupils' future life chances and the ability to deepen and widen their understanding of any subject area. In Music, there is a wealth of new vocabulary for children to practise, learn and develop. Therefore, in lessons, teachers are conscious that some language may be complex for children to understand. Consequently, every effort is made by teachers to embed and secure a deeper understanding of terminologies through the use of reading, research, discussion etc. During Music lessons children are given opportunities to practice many of the skills that musicians use such as listening, interpreting, improvising, composing and performing. Knowledge of music vocabulary supports our pupils with their communication, critical analysis and problem-solving skills in Music lessons and beyond. This results in many opportunities for our children to transfer their reading and writing skills in Music.

Communication and Language

Secure communication and language skills are prioritised in our school as they are the bedrock of all subjects within St. Luke's. Being competent and confident in these areas lays the foundation for a successful future for our children and it is essential that these skills are nurtured and developed at every stage of their schooling.

Language is fundamental to life and without it, limits experiences, reduces positive and purposeful interactions and creates additional challenge. Having a large bank of vocabulary helps children learn more. Words allow them to make sense of the world around them and therefore opens the doors of opportunity throughout their lives. Going hand in hand with language skills, communication skills are essential. If children cannot communicate effectively, they are limited in all areas of their school life, not only with regard to academic progression, but socially, emotionally and spiritually, too.

This is why we believe that, by fostering and developing the acquisition and understanding of communication and language skills, our children can effectively use words, share their emotions and communicate appropriately through body language, too. In turn, they will thrive and prosper, not only throughout their primary school careers, but- and perhaps more importantly- in their futures beyond.

What opportunities do we provide for out of school learning?

Music learning at St. Luke's goes beyond our classrooms. We have vibrant and ____ singing assemblies each week in school, visiting music guests /performers, an active school choir who perform in our local community and musical educational visits such as our annual EYFS visit to Stoller Hall at Chetham's Music College.

Assessment

Teachers use ongoing assessment of children's performance to inform them of next steps and differentiation opportunities. Teacher assessment overviews for each unit of work support teachers to see what most children should be able to do by the end of each unit as well as providing insight in to what greater depth looks like for that unit. Our Music curriculum organisers demonstrate coverage of the music curriculum as it happens throughout the year. This supports all aspects of the curriculum to be covered appropriately and progress to flourish.

We use assessment to inform and develop our teaching in the following ways:

- We assess for learning (AfL). Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Music activities throughout each unit ensure progression, achievement and success.
- PPM meetings – termly meetings allow teachers to discuss progress and achievement in Music and support for children who may need additional intervention, or challenge
- Ongoing teacher assessment, children's learning (performance, group work, written work) and pupil dialogue support Music assessment
- Monitoring of assessment happens through work scrutiny, lesson observations, pupil dialogue and PPMs

Assessment in Music is based on observation. Teachers evaluate how well children listen, appraise, improvise, compose and perform so as to best support progression of skills and knowledge. In addition to teacher observations, self-assessment and peer-assessment are invaluable for supporting understanding of what children do well and what they need help with to progress further. Video recordings and photographs provide opportunities for assessment after the point of learning. EYFS and Year 1 – 6 use Charanga assessment criteria to assess children's knowledge, skills and progress in relation to ARE.

How do we report to parents?

Parents are kept regularly informed of children's progress and attainment through our open-door approach, which fosters and on-going dialogue between home and school. We hold two Parents' Evenings (October and March), at which parents and carers are given a clear written and verbal indication of how their children are progressing and targets for future development. At the end of each academic year, each pupil receives a written report of their progress and attainment. Additional reports are sent home to parents of pupils at the end of EYFS, Year 1, Year 4 and Year 6 to explain their performance against national standards.

Attendance and punctuality

We actively support excellent attendance and punctuality at St Luke's. We understand that poor attendance and punctuality can impact negatively on learning, causing gaps in learning to form, as well as negatively impacting on social and emotional wellbeing.

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